

## PARENTS' DECISION-MAKING IN CHOOSING PRIMARY SCHOOLS

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### **Abstract**

*Various factors affect parents in choosing a school for their children. This study aims to identify these factors using factor analysis. This research is applied research conducted at Muhammadiyah Gendeng Yogyakarta Elementary School. Sampling techniques use quota sampling of 300 respondents to deepen then using qualitative approaches. The results showed that there are 7 (seven) factors that influence the decision of parents in sending their children to Muhammadiyah Gendeng Yogyakarta Elementary School, namely: schools accredited at least B; graduates admitted to various junior high schools; Qualified teachers; Monitoring of the teacher; habituation of character behaviour in school; active school committee; And the cost of entering the category is low. Meanwhile, the deepening of research using a qualitative approach was obtained. Muhammadiyah Gendeng Yogyakarta Elementary School is the only school with a certificate of Accreditation A with a value of 96 that is valid until 2023. The thing that makes this school attractive is the high value of accreditation, but on the other hand, the cost of SPP applied is relatively cheap or affordable. Recognition of schools that are relatively affordable and accredited A is obtained through education financing management strategies.*

**Keywords:** Factor Analysis, Decision Making, Parental Decisions.

### **Abstrak**

Terdapat berbagai faktor yang mempengaruhi orangtua dalam memilih sekolah bagi anaknya. Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor tersebut menggunakan analisis faktor. Penelitian ini merupakan penelitian terapan yang dilaksanakan di SD Muhammadiyah Gendeng Yogyakarta. Teknik pengambilan sampel menggunakan quota sampling sejumlah 300 responden, untuk kemudian diperdalam menggunakan pendekatan kualitatif. Hasil penelitian menunjukkan terdapat 7 (tujuh) faktor yang mempengaruhi keputusan orangtua dalam menyekolahkan anaknya di SD Muhammadiyah Gendeng Yogyakarta, yaitu: sekolah berakreditasi minimal B; lulusan yang diterima di berbagai SMP; guru berkualitas; monitoring dari guru; pembiasaan perilaku berakarakter di sekolah; komite sekolah aktif; dan biaya masuk kategori rendah. Sementara itu pendalaman penelitian menggunakan pendekatan kualitatif didapatkan bahwa SD Muhammadiyah Gendeng Yogyakarta merupakan satu-satunya sekolah yang berpredikat atau Akreditasi A dengan nilai 96 yang berlaku hingga tahun 2023. Hal yang membuat sekolah ini menarik adalah tingginya nilai akreditasi namun di sisi lain biaya SPP yang diterapkan relatif murah atau terjangkau. Pengakuan atas sekolah yang berbiaya relatif terjangkau serta berakreditasi A didapatkan melalui strategi pengelolaan pembiayaan pendidikan.

**Kata Kunci:** Analisis Faktor, Pengambilan Keputusan, Keputusan Orangtua.

## INTRODUCTION

Education is an important factor to realize quality human resources (HR). Education is a strategic means to improve the quality of human resources both in the development of a nation and in the global order. This resource becomes the main capital as well as the wealth of the nation. Capital and material sources are production factors that can be utilized by human sources (Abidin, 2021). School-based quality improvement management is very necessary as a management model that gives greater power or authority to the principal to make decisions to improve the quality of the school, considering that the quality education process affects quality schools (Akmal & Santaria, 2020).

There are several factors that affect the quality of education, namely the educational process experienced by students, and the existence of educational resources and funds including educators, education personnel, education financing, and policies resulting from the political process (Almarogi & Rofvini, 2021). Education from the family, community and environment is an important foundation, even becoming the main foundation in growing students (Adilah, 2018; Zulkarmain, 2020). Therefore, it is important to have a policy for parental involvement in education.

The cost of entering the education level is now getting more expensive (Werdiningsih, 2020). Currently, the problem that is considered crucial and has an impact on education quality standards is related to education financing. This is in line with the findings of research conducted by Yusria (2018) which explains that financing is considered important in the implementation of education both at the macro (state) and micro (institutional unit) levels. Education financing is an absolutely necessary element in education. Yuhasnil (2020) explained that in addition to the quality of education in elementary schools is influenced by low education costs, it is also influenced by teaching and learning programs and the quality of *the outcomes* produced.

Azhari (2017) said that the cost of education is the main issue in managing educational activities. Education financing standards include operational costs, investment costs and personal costs (Arsyad & Kamarudin, 2020). The education financing management system is expected to contribute in the form of educational support to realize the quality and quality of education and the implementation of learning (Burhan & Saugadi, 2017). Financing is an absolute problem that must be available for the

implementation of education both at the state level and at the institutional level and high financing affects the quality of education in educational institutions and the teaching and learning process and the quality produced (C. D. Dewi, 2018).

The cost of primary school education is divided into three categories, namely low, medium and high. In more detail it can be described as follows:

1. Low category (complementary 1,000,000;-7,500,000; and/or SPP 100,000;-600,000;). The facilities provided for students from these low-category schools are generally quite standard.
2. Medium category (complementary 7,500,000;-15,000,000; and/or SPP 600,000;-1,200,000;). Yogyakarta private elementary schools in the medium category have better facilities and infrastructure compared to low category schools, such as recreational/refreshing facilities and sports.
3. High category (complementary 15,000,000; above and/or SPP 1,200,000; above). Many schools in this high category provide services and facilities for their students unmitigatedly, which may seem excessive to some.

One way to find out the quality or quality of an institution can be seen from the results of the accreditation assessment (R. Dewi & Khotimah, 2020). It is easy to accept that quality education requires a lot of cost support (Fahri, 2018). The most optimistic thinking about the position of costs associated with the quality of education outlines that cost is a function of quality. In other words, the relationship between increasing education costs and improving the quality of education is linear (Hadith, 2020).

Fahrudin (2020) said that in society there is an assumption that quality education is a school institution that is generally chosen by the rich and able. Furthermore, the quality of the school has an impact on student achievement. Private schools have a reputation and better learning outcomes than public schools (Hajar, 2018). Schools must be able to make decisions while still being guided by quality improvement. Money is not everything in determining the quality of education, but all educational activities require money, one of which is in terms of management. The findings of the study are in line with the results of observations that have been carried out in several Islamic elementary schools in Yogyakarta City (Ja'far, 2019).

Islamic primary schools as private schools finance the operation of their schools

independently. Even if there is financial support from the government, the percentage is also small. In general, these private schools implement cross-subsidies to reduce costs for students who are in short supply. The application of cross-subsidies is carried out within the scope of one school or across schools in one shade, such as Muhammadiyah schools (Karima et al., 2020). In planning education financing, those involved in planning education financing in this school include teachers, principals, financial managers, education managers, and directors, according to priority needs (Sahid & Rachlan, 2019).

Education financing in schools is the same as financing planning in other schools which refers to the budget (Tamam, 2018; Wahidah, 2017). The management of education financing in essence carries out planning by preparing a budget (School Budget Plan). In its implementation, a balance is carried out between the school budget (ABS) and the school revenue budget (APS) with priority scale steps and entrepreneurial programs (Syafri, 2020).

Education financing includes financing education units; financing the implementation and management of education; and student personal financing (Muamanah, 2020). Education financing can provide quantitative information, especially regarding finance, to be useful in making economic decisions in educational entities, including these functions for *stakeholders*, namely: principals; teachers and employees; creditors/lenders; parents of students; suppliers/suppliers; government; and society (Jamal & Syarifah, 2018).

The amount of the budget has uses that can be categorized into three types, including: functioning as an estimating tool; means of authorization of the issuance of funds; and efficiency tools. The budget is also used as a controller of activities and as a planning tool (Nurhayati, 2019). In this regard, it can be said that education budgeting should be made according to the principles of, among others: 1) There is a definite division of management and organizational authority and responsibility. 2) There is an accountable accounting system in budget administration. 3) There is research and analysis as a performance appraisal. 4) There is overall support from the highest to the lowest level of implementation (Nurlaya, 2020).

Quality assurance of primary and secondary education is a systematic, integrated, and continuous mechanism to ensure that the entire process of providing education is in accordance with the quality standards and rules set. To be able to carry out quality

assurance of education properly, it is necessary to have an education quality assurance system, one of which is through education financing (Fuad et al., 2020).

In the midst of the proliferation of educational institutions with various uniqueness in it, SD Muhammadiyah Gendeng is here while maintaining its existence as a school that has quality education with a commitment not to charge the community with education costs. This school is also known as SD Mugenta (Muhammadiyah Gendeng Elementary School Yogyakarta). Research is needed in answering various factors that influence parents in deciding to send their children to elementary school, as well as delving deeper into these factors.

## METHODS

This research uses an *applied research approach*. The research was conducted at SD Muhammadiyah Gendeng Yogyakarta. This type of data uses quantitative data, which is obtained (primary data source) through questionnaires as research instruments. Variables used in this study include:

Tabel 1. Research Variables

Dimension	Variable	Attribute
Management	X1	Emphasis on Religious education
	X2	Lulusan yang diterima di berbagai SMP
	X3	Extracurricular
	X4	The school's commitment to maintaining or improving accreditation
	X5	Qualified teachers
	X6	Periodic teacher training
	X7	Good school management
	X8	Active ecolah Committee
Curriculum	X9	Schools accredited with a minimum of B
	X10	Monitoring from teachers
	X11	Habituation of character behavior at school
Lifestyle	X12	According to the socioeconomic level
	X13	Jump on the bandwagon/trend
	X14	High interest
Cost	X15	High category (complementary 15,000,000; above and/or SPP 1,200,000; above).

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X16	Low category (complementary 1,000,000;-7,500,000; and/or SPP 100,000;-600,000;)
X17	Medium category (complementary 7,500,000;-15,000,000; and/or SPP 600,000;-1,200,000;).

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The selection of respondents used the quota sampling technique, which was 300 people. If this amount is met, then data retrieval is considered complete. The population in this study were parents of students of SD Muhammadiyah Gendeng Yogyakarta. Furthermore, this research uses a qualitative approach with data collection techniques in the form of observation, interviews, and documentation in deepening the research results. Data analysis through the data collection process; data reduction; presentation of data; as well as drawing conclusions.

## RESULTS AND DISCUSSION

Based on testing quantitative data in this study, it can be explained as follows:

Validity is calculated if  $r \text{ counts} > r \text{ table}$ , with a significance of 0.05 then the instrument or item of question can be said to be significantly correlated to the total/valid score. The results of the validity test through SPSS using product moment correlation obtained  $r \text{ table}$  of 0.284. Items whose value is higher than that score are declared valid. Reability of questionnaires using alpha cronbach. The results of the item reability test can be said to have perfect reability if the  $\alpha < 0.09$ . From the test results, all question items have a greater value of 0.70. This indicates that all items are considered reliable.

The data obtained from 300 respondents were ordinal data in the form of the Linkert scale, with the characteristics of respondents: men numbered 24, and women numbered 276. The data of the questionnaire results can be described as follows:

Tabel 2. Questionnaire Results Data

Dimensi	Frekuensi				
	SS	S	KS	TD	STS
Manajemen	1189	890	311	31	13
Kurikulum	482	288	121	4	4
Gaya hidup	556	210	129	5	5
Biaya	570	236	77	10	10

The Succesive Interval (MSI) method in this study was used as a modifier of ordinal data into interval data. Meanwhile, factor analysis uses a correlation matrix test between variables through 3 (three) statistical tests, namely: Kaiser Meyer Oikin Test (KMO); Bartlett's test; and the Measures of Sampling Adequacy (MSA) Test. The three tests are described as follows:

Tabel 3. KMO Test and Bartlett's Test

KMO	Bartlett's	df	Sig
0,556	238,825	136	0,000

The KMO test results show a KMO value of  $< 0.5$  which means that the data is declared feasible for factor analysis. Meanwhile, Bartlett's test results show a value of  $> 0.05$  which means that there is a correlation with all variables. Through the MSA test, it was obtained that all MSA values  $> 0.5$  which means that the data has been sufficient and can be further analyzed.

Factor Extraction is carried out on existing variables so that 1 (one) or more factors are formed. The extraction of this factor obtained the result that the variable X8 has a strong relationship with other variables, which is shown through a value of 72.5%. Successively 5 (five) strong variables are: X8 (72.5%); X13 (65.2%); X2 (61%); X14 (60.3%); X6 (58.6%). While the weakest variable is X17 (35%).

The value of the factor against other variables is indicated through the rotated component matrix. The variable X9 shows the highest correlation among other factors. This means that the variable X9 falls into the criteria of the first factor in choosing a school. Other variables can be shown through the table as follows:

Tabel 4. Rotated Component Matriks

Variabel	Faktor						
	1	2	3	4	5	6	7
X1	0,014	0,627	0,029	0,237	-0,060	-0,020	-0,082
X2	-0,275	0,678	0,106	-0,175	0,038	0,079	0,158
X3	0,202	0,056	0,179	0,002	-0,661	0,165	0,105
X4	0,090	0,118	0,107	0,659	0,093	-0,048	-0,069
X5	-0,056	-0,053	0,643	0,028	-0,016	-0,107	-0,004
X6	0,207	0,165	0,486	-0,100	0,175	0,117	0,474
X7	0,179	0,062	-0,266	0,372	0,046	0,446	-0,214
X8	-0,095	0,055	0,104	-0,183	-0,084	0,813	0,022
X9	0,718	-0,095	-0,029	-0,133	-0,010	-0,203	-0,005
X10	-0,146	-0,074	-0,005	0,663	-0,096	-0,047	-0,075
X11	0,112	0,065	0,137	0,007	0,677	0,067	0,013

X12	0,580	-0,001	0,279	0,175	-0,158	0,103	-0,012
X13	0,092	-0,194	-0,166	0,257	0,346	0,358	0,514
X14	0,395	0,645	-0,128	-0,048	0,070	0,054	0,080
X15	0,150	0,071	0,628	0,097	-0,035	0,180	-0,324
X16	-0,099	0,102	-0,129	-0,041	-0,225	-0,129	0,678
X17	0,428	0,234	-0,070	0,033	0,228	0,229	0,048

Through Total Variance Explained, 7 (seven) factors can be identified from 17 (seventeen) factors that influence parents in choosing a school, as follows:

Tabel 5. Total Variance Explained

	Initial Eguinvalue			Extraction Sum of Squared			Rotation Sum of Squared		
	Total	Variance	Cum.	Total	Variance	Cum.	Total	Variance	Cum.
1	1,876	11,035	11,035	1,876	11,035	11,035	1,477	8,691	8,691
2	1,449	8,522	19,557	1,449	8,522	19,557	1,448	8,520	17,211
3	1,383	8,137	27,693	1,383	8,137	27,693	1,333	7,843	25,054
4	1,203	7,074	34,767	1,203	7,074	34,767	1,272	7,481	32,535
5	1,113	6,548	41,315	1,113	6,548	41,315	1,213	7,134	39,669
6	1,064	6,260	47,576	1,064	6,260	47,576	1,212	7,133	46,802
7	1,030	6,057	53,633	1,030	6,057	53,633	1,161	6,831	53,634

Tabel 6.  
Component Transformation Matrix

Component	1	2	3	4	5	6	7
1	0,623	0,541	0,374	0,122	0,141	0,382	0,013
2	-0,347	0,545	-0,278	-0,441	0,153	0,131	0,520
3	0,091	-0,116	-0,604	0,482	0,566	0,242	0,406
4	-0,550	0,406	0,087	0,609	-0,311	0,162	0,180
5	-0,404	-0,331	0,524	-0,120	0,449	0,487	0,000
6	0,136	-0,350	-0,063	0,147	-0,525	0,462	0,587
7	-0,017	-0,012	0,365	0,390	0,250	-0,549	0,592

The aforementioned Component Transformation Matrix table shows that variables have been distributed into 7 (seven) factors formed, which are the highest factors in influencing the decision-making of parents or guardians of students.

Based on the table of Rotated Component Matrix and Component Transformation Matrix, it can be concluded that the attributes that enter into the factor are as follows:

1. Factor 1 = X9 (School accredited at least B), with a variance of 11%
2. Factor 2 = X2 (Graduates admitted to various junior high schools), with a variance of 8.55%
3. Factor 3 = X5 (Qualified teacher), with a variance of 8.17%
4. Factor 4 = X10 (Monitoring from Teachers), with a variance of 7%



5. Factor 5 = X11 (Habituation of character behavior in Schools), with a variance of 6.54%
6. Factor 6 = X8 (active School Committee), with a variance of 6.26%
7. Factor 7 = X16 (Low category entry fee), with a variance of 6%.

Thus, through a quantitative approach, it can be concluded that parents' decision-making in choosing a school at SD Muhammadiyah Gendeng Yogyakarta is influenced by 7 (seven) factors. The next step is to dig deeper through a qualitative approach to these seven factors. Through interviews, it was found that the focus of deepening was on the highest factor (X9 = Schools accredited at least B) and the lowest factor (X16 = Low category entry fee).

The results of the interview showed that SD Muhammadiyah Gendeng Yogyakarta is one of the schools under the auspices of Muhammadiyah which in its operation determines the amount of tuition that is relatively cheap. On the other hand, this school is the only school with an A predicate or Accreditation, with a score of 96, which is valid until 2023, as well as relatively cheap or affordable tuition fees. This is supported by observations that show that there are 3 (three) schools that are included in the cheap tuition category, namely: SD Muhammadiyah Gendeng with SPP 110,000 (Accreditation A); SD Muhammadiyah Warungboto with SPP 110,000 (Accreditation B); and SD PIRI Nitikan with SPP 125,000 (Accreditation B).

The education financing management strategies implemented at SD Muhammadiyah Gendeng Yogyakarta are:

1. Improving the quality of financial management, one of which is through the division of duties between the official finance department related to external responsibilities and reporting; schools regarding internal responsibilities and reporting; and cashiers related to 1 entrance of funds and and reporting of internal responsibilities;
2. Establishing closely with various parties in order to increase school income, in this case there are external institutions that support the existence of schools, both from the government and the private sector. From the Government, schools get BOSNas and BOSDa, while from private agencies there are Lazismu, Sampoerna Fondation, as well as financial support from banks;
3. Entrepreneurial development of schools through laundry, catering and canteen businesses.

4. Allocation of financing through the procurement of sarpras and productive activities. One of them is the use of cooperative rebates in supporting human resource development programs.

In an effort to optimize financing management, where the success of financing management begins with the division of the treasurer into 3 (three) parts, namely, the treasurer of official affairs; school treasurer; and cashier treasurer. Through this division, duties and responsibilities are also divided, which in the end actually supports the assessment of financing standards as stipulated in the accreditation process.

## CONCLUSION

Based on the results of the study using factor analysis, it can be concluded that there are 7 (seven) factors that influence the decision making of parents in choosing to send their children to Muhammadiyah Gendeng Elementary School Yogyakarta with a correlation value of  $< 0.5$ . These factors are: X9 (Schools accredited at least B); X2 (Graduates admitted to various junior high schools); X5 (Qualified teacher); X10 (Monitoring from Teachers); X11 (Habituation of character behavior in Schools); X8 (active School Committee); and X16 (Low category entry fee). Of the seven factors, the management variable showed dominance over other variables indicated through a variance value of 11.03%. Meanwhile, through a qualitative approach, it is found that recognition of schools that are relatively affordable and A-accredited is obtained through education financing management strategies.

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